



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2720 South Dorsey Lane, Tempe, AZ 85282

Sterling Academy of Mathematics and Science

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Underperforming
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Ms. Beth Anne Brantley  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-8  
 2005 Enrollment : 56  
 Web Address : brightidealearningcenter@hotmail.com  
 Phone Number : (480) 777-1658  
 Fax Number : (480) 775-4832  
 E-mail : brightidealearningcenter@hotmail.com

### Mission

To help guide students in development of their character and academic potential through academically rigorous, content-rich educational programs.

### School / Academic Goals

- ü Accurately assess each students's current academic level, identify deficiencies and strengths and prescribe individual course of instruction to meet NCLB guidelines.
- ü Create individual academic goals for each student to achieve within set time frames, that each will be able to successfully achieve the next academic level.
- ü To provide for students social needs as well as their academic needs;providing behavioral health services as needed, as well character education and parenting classes.

### Enrollment

October 1, 2004 School Year Student Enrollment : 71  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

## Instructional Programs

- ü All-day Kindergarten; Reading First Prog
- ü Individual Student Curriculum
- ü After School Programs
- ü Preschool
- ü Touchstone Behavioral Health-life skills
- ü English Language Learners
- ü Computer based curriculum
- ü PE, Art, and Music

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Teachers will promote and model a belief in the importance of diversity, excellence and high quality instruction through their work with students, colleagues, and the community.

### Parents

Parents are responsible for becoming partners in their child's education, expectations of their child's behavior at school, monitoring student's daily homework/school projects, monitoring progress and providing them with proper school attire/supplies.

## Transportation Policy

We will provide transportation (for before and after school programs within our territory) to those students without transport. Students/parents will be responsible for behavioral expectations. Negative behavior will result in rescinded privileges.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Students Received Art Award Recognition	2002
ü Exceptional Services Award	2004
ü Student Town Hall Participation Award	2004
ü Student Town Hall Participation Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	21	79306	NC	100	99	NC	414	445	NC	20	10	NC	45	18	NC	35	51	NC	0	20
All Students (Prior Year)	NC	19	75509	NC	100	100	NC	453	521	NC	46	13	NC	38	23	NC	8	33	NC	8	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	NC	12	40583	NC	100	99	NC	425	445	NC	9	11	NC	45	18	NC	45	50	NC	0	21
African American	NC	--	4041	NC	--	99	NC	--	426	NC	--	17	NC	--	23	NC	--	50	NC	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	414	419	--	20	19	--	45	30	--	35	45	--	0	6
White	NC	--	36197	NC	--	99	NC	--	463	NC	--	5	NC	--	11	NC	--	53	NC	--	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	NC	18	69060	NC	95	98	NC	412	454	NC	18	7	NC	47	17	NC	35	54	NC	0	22
Limited English Proficient Students	--	20	15509	--	100	100	--	415	406	--	21	20	--	42	30	--	37	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	20	39415	NC	100	96	NC	414	431	NC	21	15	NC	42	25	NC	37	50	NC	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	21	79395	NC	0	99	NC	413	446	NC	20	9	NC	50	25	NC	30	55	NC	0	11
All Students (Prior Year)	NC	19	75492	NC	100	100	NC	479	519	NC	38	12	NC	38	16	NC	23	47	NC	0	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	NC	12	40618	NC	0	99	NC	418	440	NC	9	11	NC	55	27	NC	36	53	NC	0	9
African American	NC	--	4052	NC	--	100	NC	--	434	NC	--	11	NC	--	29	NC	--	54	NC	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	413	420	--	20	15	--	50	42	--	30	41	--	0	2
White	NC	--	36221	NC	--	99	NC	--	465	NC	--	4	NC	--	15	NC	--	63	NC	--	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	NC	18	69139	NC	0	99	NC	411	454	NC	24	7	NC	47	24	NC	29	58	NC	0	11
Limited English Proficient Students	--	20	15545	--	0	100	--	415	399	--	16	21	--	53	42	--	32	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	20	39484	NC	0	96	NC	414	429	NC	21	14	NC	47	35	NC	32	47	NC	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	21	78869	NC	100	99	NC	437	442	NC	0	6	NC	25	21	NC	70	63	NC	5	10
All Students (Prior Year)	NC	19	75053	NC	100	99	NC	534	597	NC	8	7	NC	23	12	NC	69	72	NC	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	12	40302	NC	100	99	NC	433	428	NC	0	8	NC	18	26	NC	82	60	NC	0	7
African American	NC	--	4015	NC	--	99	NC	--	430	NC	--	8	NC	--	24	NC	--	61	NC	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	437	423	--	0	9	--	25	26	--	70	61	--	5	4
White	NC	--	36078	NC	--	99	NC	--	459	NC	--	4	NC	--	16	NC	--	66	NC	--	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	NC	18	68697	NC	95	98	NC	437	454	NC	0	4	NC	29	18	NC	65	67	NC	6	11
Limited English Proficient Students	--	20	15339	--	100	100	--	436	399	--	0	11	--	26	31	--	68	54	--	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	20	39106	NC	100	95	NC	439	427	NC	0	8	NC	21	28	NC	74	59	NC	5	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	25	78906	NC	100	99	NC	446	498	NC	30	13	NC	57	19	NC	13	48	NC	0	20
All Students (Prior Year)	NC	20	76019	NC	95	100	NC	441	499	NC	40	14	NC	50	39	NC	5	14	NC	5	33
Female	NC	11	38644	NC	100	99	NC	453	500	NC	18	12	NC	64	19	NC	18	49	NC	0	19
Male	--	14	40236	--	100	99	--	440	497	--	42	15	--	50	19	--	8	46	--	0	20
African American	NC	--	4087	NC	--	99	NC	--	481	NC	--	20	NC	--	24	NC	--	45	NC	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	446	467	--	30	26	--	57	29	--	13	39	--	0	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	--	22	68310	--	100	98	--	445	509	--	30	9	--	60	18	--	10	51	--	0	22
Limited English Proficient Students	--	17	12573	--	100	100	--	442	454	--	38	27	--	56	30	--	6	38	--	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	22	38679	NC	100	96	NC	444	483	NC	33	20	NC	57	25	NC	10	45	NC	0	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	23	78908	NC	0	99	NC	446	484	NC	14	10	NC	64	23	NC	23	58	NC	0	9
All Students (Prior Year)	NC	20	76020	NC	95	100	NC	486	503	NC	50	25	NC	40	23	NC	10	40	NC	0	12
Female	NC	11	38648	NC	0	99	NC	448	489	NC	18	8	NC	55	22	NC	27	61	NC	0	10
Male	--	12	40233	--	0	99	--	444	479	--	9	12	--	73	25	--	18	55	--	0	8
African American	NC	--	4092	NC	--	99	NC	--	473	NC	--	12	NC	--	28	NC	--	54	NC	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	446	457	--	14	18	--	64	39	--	23	41	--	0	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	--	20	68312	--	0	98	--	444	493	--	16	7	--	63	21	--	21	62	--	0	10
Limited English Proficient Students	--	15	12556	--	0	100	--	442	436	--	13	24	--	73	40	--	13	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	20	38662	NC	0	96	NC	444	468	NC	15	16	NC	65	32	NC	20	49	NC	0	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	25	78750	NC	100	99	NC	488	500	NC	0	6	NC	48	29	NC	52	63	NC	0	2
All Students (Prior Year)	NC	20	75673	NC	95	100	NC	499	530	NC	5	12	NC	50	25	NC	45	58	NC	0	4
Female	NC	11	38586	NC	100	99	NC	492	515	NC	0	4	NC	36	22	NC	64	71	NC	0	3
Male	--	14	40135	--	100	99	--	485	486	--	0	8	--	58	35	--	42	56	--	0	1
African American	NC	--	4081	NC	--	99	NC	--	488	NC	--	8	NC	--	32	NC	--	59	NC	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	488	481	--	0	8	--	48	37	--	52	54	--	0	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	--	22	68196	--	100	98	--	483	513	--	0	3	--	55	25	--	45	69	--	0	3
Limited English Proficient Students	--	17	12504	--	100	100	--	479	451	--	0	12	--	63	44	--	38	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	22	38558	NC	100	96	NC	487	485	NC	0	8	NC	48	37	NC	52	54	NC	0	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	23	78250	NC	100	99	NC	486	548	NC	67	21	NC	17	18	NC	17	48	NC	0	13
All Students (Prior Year)	NC	14	75001	NC	88	99	NC	393	468	NC	100	37	NC	0	36	NC	0	16	NC	0	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	NC	11	40126	NC	100	99	NC	484	547	NC	70	23	NC	10	17	NC	20	46	NC	0	14
African American	NC	--	4058	NC	--	99	NC	--	523	NC	--	32	NC	--	22	NC	--	41	NC	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	21	4996	--	100	100	--	482	518	--	71	36	--	18	25	--	12	36	--	0	4
White	NC	--	38320	NC	--	99	NC	--	568	NC	--	12	NC	--	14	NC	--	55	NC	--	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	NC	18	68996	NC	95	99	NC	485	561	NC	69	16	NC	15	18	NC	15	52	NC	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	--	33388	NC	--	94	NC	--	530	NC	--	32	NC	--	22	NC	--	40	NC	--	5
Non-Economically Disadvantaged	NC	23	44937	NC	100	100	NC	486	561	NC	67	13	NC	17	15	NC	17	54	NC	0	18

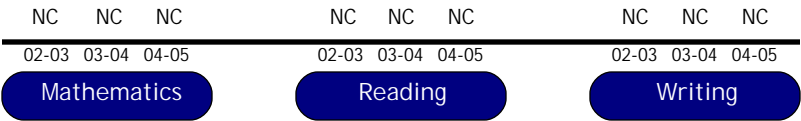
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	22	78302	NC	0	99	NC	466	512	NC	41	11	NC	29	25	NC	29	57	NC	0	7
All Students (Prior Year)	NC	13	74918	NC	81	99	NC	433	497	NC	83	32	NC	8	19	NC	8	35	NC	0	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	NC	11	40166	NC	0	99	NC	466	507	NC	40	14	NC	20	26	NC	40	54	NC	0	6
African American	NC	--	4064	NC	--	100	NC	--	498	NC	--	14	NC	--	29	NC	--	54	NC	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	464	484	--	44	19	--	31	38	--	25	42	--	0	1
White	NC	--	38347	NC	--	99	NC	--	531	NC	--	5	NC	--	17	NC	--	68	NC	--	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	NC	17	69024	NC	0	99	NC	482	524	NC	25	7	NC	33	23	NC	42	62	NC	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	--	33398	NC	--	94	NC	--	495	NC	--	18	NC	--	35	NC	--	46	NC	--	2
Non-Economically Disadvantaged	NC	22	44979	NC	0	100	NC	466	525	NC	41	6	NC	29	18	NC	29	66	NC	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	21	78094	NC	100	99	NC	484	545	NC	18	3	NC	35	18	NC	47	77	NC	0	2
All Students (Prior Year)	NC	14	74503	NC	88	99	NC	416	491	NC	31	9	NC	46	32	NC	23	51	NC	0	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	NC	--	4037	NC	--	99	NC	--	532	NC	--	4	NC	--	22	NC	--	73	NC	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	19	4981	--	100	100	--	484	526	--	19	4	--	31	25	--	50	70	--	0	0
White	NC	--	38265	NC	--	99	NC	--	564	NC	--	2	NC	--	11	NC	--	84	NC	--	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	NC	17	68892	NC	89	98	NC	504	559	NC	8	2	NC	31	14	NC	62	82	NC	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	--	33296	NC	--	94	NC	--	527	NC	--	5	NC	--	27	NC	--	67	NC	--	0
Non-Economically Disadvantaged	NC	21	44871	NC	100	100	NC	484	559	NC	18	2	NC	35	12	NC	47	84	NC	0	3

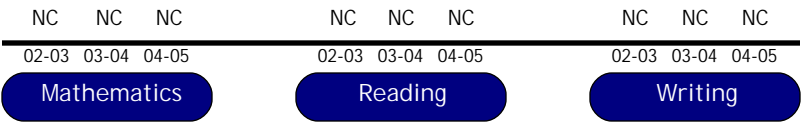
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

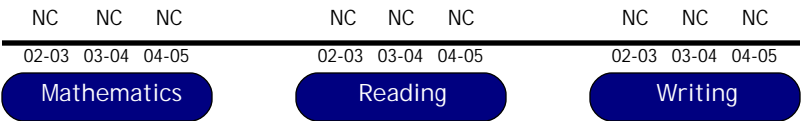
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	45	50	100	NA	NA	58	NC	NC	25	47
	Language	NC	NC	41	43	100	NA	NA	50	NC	NC	25	47
	Mathematics	NC	NC	48	57	100	NA	NA	64	NC	NC	29	50
3	Reading	NC	NC	28	47	NC	NC	NA	55	NC	NC	29	44
	Language	NC	NC	33	54	NC	NC	24	61	NC	NC	29	44
	Mathematics	NC	NC	37	54	NC	NC	23	61	NC	NC	27	51
4	Reading	NC	NC	34	52	NC	NC	NA	56	NC	NC	37	48
	Language	NC	NC	28	48	NC	NC	10	52	NC	NC	27	49
	Mathematics	NC	NC	22	57	NC	NC	7	61	NC	NC	29	53
5	Reading	NC	NC	37	50	NC	NC	NA	55	NC	NC	29	50
	Language	NC	NC	35	46	NC	NC	30	49	NC	NC	26	50
	Mathematics	NC	NC	37	57	NC	NC	32	63	NC	NC	20	49
6	Reading	NC	NC	38	53	NC	NC	NA	56	NC	NC	43	51
	Language	NC	NC	28	45	NC	NC	10	48	NC	NC	31	47
	Mathematics	NC	NC	36	62	NC	NC	30	66	NC	NC	35	52
7	Reading	NC	NC	35	51	NC	NC	NA	54	NC	NC	22	50
	Language	NC	NC	32	54	NC	NC	12	58	NC	NC	25	52
	Mathematics	NC	NC	42	58	NC	NC	16	62	NC	NC	19	50
8	Reading	NC	NC	28	53	NC	NC	NA	55	NC	NC	26	51
	Language	NC	NC	16	49	NC	NC	10	52	NC	NC	22	50
	Mathematics	NC	NC	27	58	NC	NC	19	61	NC	NC	16	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

## Council Duties

- Ü School Law, Rules and Regulations
- Ü Dress Code
- Ü Discipline
- Ü Fund Raiser
- Ü Community Efforts

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	5.00
Other Professional Staff	3.00	Teacher Aide	2.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	2
4 to 6 years	5	0	0	3
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	66%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü PE/Multi-purpose room
- Ü Library

## Extracurricular Activities

- Ü Intramural Sports
- Ü Dance Club
- Ü Field Trips
- Ü Game Club
- Ü Music and Plays
- Ü Homework Club

## Social Services

- Ü After School Program-Homework Club
- Ü Touchstone Behavioral Health Services
- Ü Monthly Parenting Class
- Ü NYSP-ASU
- Ü ASU Behavioral Health Services

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü 78% of our over-all population, including special education, met or exceeded the state standards on the AIMS and Terra Nova.
- ü Students show academic improvement from a minimum of 10-30% based on pre-test (standard) from September through final test in April.
- ü Exceptional Services Award from the department of Education for successful compliance management and achievement in the areas of exceptional services.
- ü All students using the technology based curriculum significantly increased their grade level. One of our special education students in the 8th grade, increased his reading by 5 grade levels and his math by 3 grade levels.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Transfers Out Rates <sup>5</sup>	29	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	70	87	87	82
Promotion Rate <sup>8</sup>	73	96	95	81
Retention Rate <sup>9</sup>	14	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each student is responsible for a behavioral contract. We have enlisted the help of local police to educate the students and promote the DARE program. Students are consistently monitored for drugs & other dangers that may interfere with their safety.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Beth Brantley	(602) 413-3753
Transportation Policy	Tim Daniels	(602) 312-0351
Community Resources	Tim Daniels	(602) 312-0351
School Nutrition Programs	Kathi Fleming	(480) 777-1658
Parent Organization	Kathi Fleming	(480) 593-8049
Student Health/Nurse	Beth Brantley	(480) 777-1658

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 10 Copies = \$5.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.